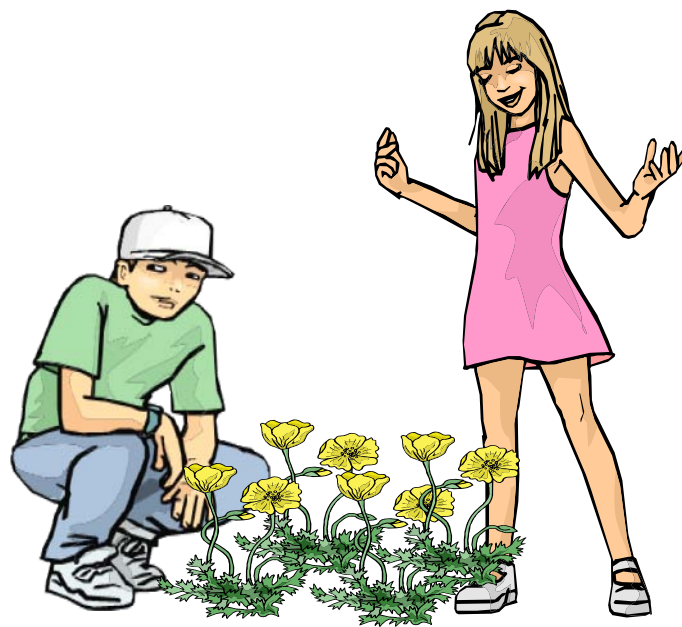


CAPABILITY:

CITIZENSHIP



TASK (ME, MYSELF AND I):

*ICAN EXPLORE WHAT VOLUNTEERING LOOKS LIKE, MEANS AND CONTRIBUTES
TO MY LOCAL COMMUNITY AND HOW I CAN BE INVOLVED.*

INDEX:

Capability Task Overview Sheet

- Part 1 – Understanding and Development of Capabilities (UDC)
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- Part 9 – Task Performance Standards (for FLO Coordinator's reference)
- Part 10 – ICAN PLP Task Trial Feedback Sheet
(Optional – not included in hard copy. Available on electronic copy)

ICAN PLP CAPABILITY TASK OVERVIEW SHEET

CAPABILITY: CITIZENSHIP

TASK:	ICAN EXPLORE WHAT VOLUNTEERING LOOKS LIKE, MEANS AND CONTRIBUTES TO MY LOCAL COMMUNITY AND HOW I CAN BE INVOLVED.	ASSESS. DESIGN CRITERIA:
Part 1	<input type="checkbox"/> <u>Understanding and Development of Capabilities</u> - Wordle task (common task for each capability)	UDC 1 (Citizenship)
Part 2	<input type="checkbox"/> <u>Assessment Design Criteria</u> - Mind Map (common task for each capability)	(ADC listed below)
Part 3	<input type="checkbox"/> Find out what 'volunteering' means - Contact a volunteer organisation (or an organisation that uses volunteers) and complete the <u>Volunteering Questionnaire</u> (requirements, skills, tasks etc) - Visit the organisation (or ask the organisation to send information) and use the internet to collect information (brochures etc) about the organisation and their volunteering services	D2 D3
Part 4	<input type="checkbox"/> Using the <u>Volunteer Placement Planning and Process</u> sheets, organise a <u>Volunteer Placement</u> (similar to a Work Placement) for a minimum of 8 hours, which does not need to be completed in 1 day	C1
Part 5	<input type="checkbox"/> <u>Volunteer Placement Reports</u> - Ask the employer to complete the <u>Volunteer Placement Report</u> - Case Manager to complete a <u>Volunteer Placement Visit / Contact Report</u>	ER1
Part 6	<input type="checkbox"/> Complete the <u>Volunteer Placement Reflection</u>	ER3
Part 7	<input type="checkbox"/> <u>Promoting Volunteering Brochure</u> - Using information gathered and your volunteering experience, create a brochure promoting volunteering to your peers - Criteria will include: design and layout, slogan, volunteering contact details, requirement for becoming a volunteer (training, skills etc), benefits of volunteering for individuals and the wider community	C2

PART 1:

Understanding and Development of Capabilities (UDC)

Wordle Task

PART 1: UNDERSTANDING AND DEVELOPMENT OF CAPABILITIES: CITIZENSHIP

- Citizenship, such as work experience, youth forums and community service. Students participate in activities outside school that contribute to building.
- Students develop an understanding of legal matters relating to their own safety through taking part in courses such as those on occupational health, safety and welfare, and workplace harassment.
- Students develop an understanding of differences in people's interests and cultural backgrounds through discussions and collaborative activities with other students and mentors.
- Students reflect on ways in which they contribute to, or can contribute to, the wider community. This might be through activities such as sport and recreation, caring for another member of the family, financial management and/or part-time work.
- Students identify and understand social, economical and political aspects of issues arising in day-to-day learning, working and community activities.

To demonstrate understanding of the capability, Learning, **read** the dot-points above. **Then**, type these dot-points into a Word document.

Next, follow these steps:

1. Open www.wordle.net/create and copy the text into the 'paste a bunch of text' section.
2. Press 'GO'. Wait for a moment and you will see your first word cloud.
3. **Open a PowerPoint** and produce 6 blank slides.
4. Go back to Wordle and press 'Print Screen' on the top row of the keyboard (next to F12) the **open the PowerPoint**, right click and paste the image into the first PowerPoint slide.
5. Go back to Wordle and press 'randomize'. You will see a new cloud. If you want to keep it, press 'Print Screen' and then **open the PowerPoint**, right click and paste the image into the second PowerPoint slide.
6. Repeat this process until you have 6 word clouds.
7. Choose the slide that you like best and print.

Look at the Wordle design you have created and answer the following questions:

Which words are the key words?

Why do you think so?

Which 3 words do you think are the next most important?

Look at the Capability and the Wordle. Summarise what you think the capability is about:

PART 2:

Assessment Design Criteria (ADC)

Mind Map

PART 2:

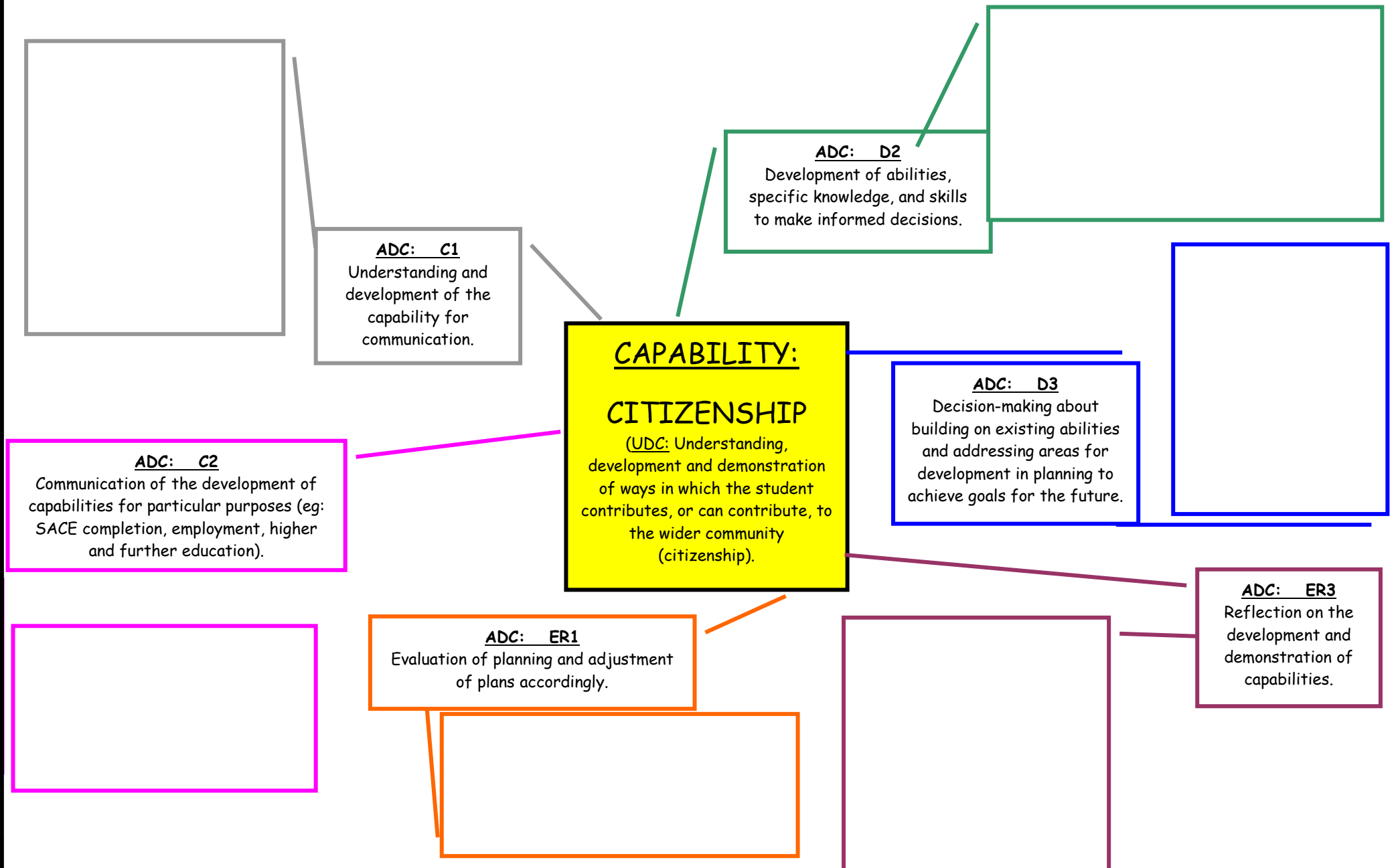
ASSESSMENT DESIGN CRITERIA (ADC) - CITIZENSHIP MIND MAP

Decision-making	Communication	Evaluation & Reflection
D2 Development of abilities, specific knowledge, and skills to make informed decisions	C1 Understanding and development of the capability for communication	ER1 Evaluation of planning, and adjustment of plans accordingly.
D3 Decision-making about building on existing abilities and addressing areas for development in planning to achieve goals for the future	C2 Communication of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education).	ER3 Reflection on the development and demonstration of capabilities

The Mind Map on the following page shows which capability you are developing and how that capability will be assessed through the Assessment Design Criteria (ADC).

Find and use the Capability Task Overview sheet to fill in the parts of the task that are used for each ADC. Write the (underlined) name of the task into the blank boxes.

MIND MAP FOR CITIZENSHIP CAPABILITY



PART 3:

Volunteering Questionnaire

VOLUNTEERING RESEARCH

Put the information you gathered from your
volunteering research here.

PART 3: VOLUNTEERING RESEARCH AND QUESTIONNAIRE

Look up volunteering on the internet.

What is volunteering?

Website address: _____

Find the names of 2 organisations that provide volunteer services:

Website address or details of other source: _____

1. _____

2. _____

Find the names of 2 organisations who use volunteers:

Website address or details of other source: _____

1. _____

2. _____

VOLUNTEERING QUESTIONNAIRE:

Contact a volunteer organisation OR an organisation that uses volunteers. Find out the following information.

Name of organisation contacted: _____

Contact details: _____

Where did you find them: ☐ Yellow Pages ☐ Internet ☐ Someone suggested it
☐ I've seen it / been there before ☐ Other: _____

Name of the person you spoke to: _____

This person's role / position title: _____

**CALL THE ORGANISATION. INTRODUCE YOURSELF AND EXPLAIN WHY YOU ARE CALLING.
ASK IF THE PERSON HAS TIME TO ANSWER THE FOLLOWING QUESTIONS:**

How do you recruit volunteers?

In general, who are your volunteers? (eg: age range; employed; retired; job seekers)

What skills, training or qualifications do volunteers need to work in your organisation?

What type of work do your volunteers do and where?

Could you send me information about your organisation and volunteering? ☐ Yes ☐ No

OR

Can I come by and collect the information? ☐ Yes ☐ No

(Include information that you receive in your PLP folder)

Do you have a website? _____

Do you accept students to undertake short volunteer placements? ☐ YES ☐ NO

(If 'yes') What would I need to do?

PART 4:

Volunteer Placement Planning and Process

PART 4: OHSW REQUIREMENT

(NB: This training needs to be completed ONCE for the PLP. Do it for either the Volunteer Placement OR for the Work Placement, whichever you do first.
You do not need to repeat the training.

Your case manager will work with you to complete on-line OHSW training.

(Some FLO providers have their own established version of OHSW training. Otherwise, you could try the following website.)

<http://www.safework.sa.gov.au/showpage.jsp?id=6429>

(or similar)

Include a copy of the certificate or evidence of the training done in both your PLP and CLP folder.

Case Managers are to ensure that students understand the following:

- Occupational Health, Safety and Welfare Act, 1986
(or as amended from time to time)
 - Equal Opportunity Act, 1984
(or as amended from time to time)
 - Children's Protection Act, 1993
(or as amended from time to time)

The program should make students aware of:

- a) their role, responsibilities and rights related to OHS&W in the workplace
- b) insurance arrangements and implications
- c) the procedure to be followed if they experience bullying, teasing, violence, sexual harassment, alcohol or drug abuse, or any other issue that makes them feel unsafe or uncomfortable, and organisations that can support them
- d) any other specific requirements of the workplace provider
(eg industrial safety issues or student responsibilities when working with young children, aged persons or people with disabilities).

PART 4: VOLUNTEER PLACEMENT PLANNING SHEET

(see also Volunteer Placement Process sheet, as planning and process fit together)

STEP:	DETAILS:	YOUR NOTES:	COMPLETED ON (DATE):
1	Identify 3 workplaces that relate to your learning or career goal.		
2	With your case manager, discuss the workplace where you would like to do a volunteer placement.		
3	Work with you case manager to complete the OHSW training.		
4	When the Volunteer Placement has been organised, ensure that you have a copy of the Volunteer Placement Reflection and make a list of what you need to take / to do to be prepared for the volunteer placement.		
5	At the start of the Volunteer Placement, hand the employer the Employers Report and ask him / her to complete the report before you finish the work placement.		
6	During / just after the Volunteer Placement, complete the Volunteer Placement Reflection (you can complete some in your own time, but you will need to find a time when the employer is available to answer some of the questions).		
7	During the Volunteer Placement, your case manager will either call the employer or visit the workplace to see how you are going. The case manager will complete a report that you can include in your CLP and PLP folder.		
8	Before you leave the workplace, don't forget to ask the employer for your report. Don't forget to thank them for allowing you to do the Volunteer Placement.		

PART 4: VOLUNTEER PLACEMENT PROCESS SHEET

(see also Volunteer Placement Process sheet, as planning and process fit together)

STEP:	DETAILS:	YOUR NOTES:	COMPLETED ON (DATE):
1	<p>When you have identified a workplace that you would like to do a Volunteer Placement at, talk to your case manager and work together to organise the placement.</p> <p><i>(The placement needs to be a minimum of 8 hours and does not need to be done in one day)</i></p>		
2	<p>Work with your case manager to complete the Workplace Learning Agreement Form (all sections must be completed)</p> <p>(CM to check with FLO Coordinator about whether school requires any further documentation).</p>		
3	<p>Your case manager will give the completed form to your FLO Coordinator.</p>		
4	<p>When your school FLO Coordinator has returned the Workplace Learning Agreement Form, signed by the Principal, to your case manager, you will be able to do your placement.</p>		
5	<p><u>At the end of the Volunteer Placement, make sure that you have completed copies of the following:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employers Report <input type="checkbox"/> Case Managers Visit / Contact Report <input type="checkbox"/> Volunteer Placement Reflection sheet 		
6	<p>Write a thank you letter (2 paragraphs) to thank the employer for allowing you to do the placement and state what you learned during the placement. Your case manager will help you organise for the letter to be posted to the employer. Include A copy of your letter in your CLP and PLP folders.</p>		

2. Workplace Learning Agreement Form

Space
for
School
LOGO

Workplace Learning Agreement Form

This document is to be referenced against the *Workplace Learning Guidelines 2004* DECS form ED258

School Name		School Contact Person	
School Address	Ph (08)	Fax (08)	Mobile
Suburb/town	P/Code	Email	website

Section A: Student Details

Student is to complete all boxes in this section, carefully note the declaration below, then sign and date it.

Family Name Year Level

Given Name Birth Date

Student's Emergency Contact

Name:

(Parent / Caregiver / Other)

Address:

Phone:

Home

Work

Mobile

Any special medical condition, medication or disability that may affect this student on work placement

As a student on work placement, I agree to attend the workplace at the agreed time and days or to notify both my workplace supervisor and the school promptly if I am unable to do so. I shall be appropriately dressed and comply with all reasonable directions. I shall promptly inform the workplace supervisor and the school of any incident or accident. I am aware that, in case of need, I may contact my supervising teacher or school.

Student's Signature Date: / / 20__

Type of Work Placement

☐

Work Experience
(tick relevant box)

☐

Structured Workplace Learning

Name of VET Course or Industry Area

Placements Dates

Date of Placement / / 20__

From

To

/ / 20__

or

Start Time

Lunch Time

Finish Time

Specify Other Arrangements

Section B: Parent / Caregiver / Student 18 Yrs+ / Student Living Independently*

Parent / Caregiver/special student* to carefully note, then complete, sign and date the relevant sections below

I give permission for (insert student's name) _____

to be involved in the work placement program on the understanding that, in the event of illness or accident, the emergency contact shall be notified as soon as possible. If they cannot be contacted, I authorize the person in charge to obtain the services of a suitably qualified medical practitioner and to convey the student to a place suitable for treatment. I undertake to cover the costs of any unmet expenses incurred. I understand that I am responsible for transportation and any costs associated with the student travelling to and from the work placement. I have read and understood the information brochure entitled "Undertaking a Workplacement - Information for students and parents/caregivers".

Parent's/Caregiver's Signature Date / / 20__

Name (Block Letters Please)

* Note: "Student Living Independently" refers to those receiving Youth Allowance and those the school recognizes as being responsible for their own education and living arrangements. Through the Contract of Necessity, they can sign for themselves for essential services. (Page 1 Of 2)



Section C1: Work Placement Provider Details

Workplace provider to complete all sections in BLOCK PRINT

Firm Name	<input type="text"/>	Phone	<input type="text"/>
Firm Address – Street	<input type="text"/>	P/code	<input type="text"/>
Suburb/town	<input type="text"/>		
Contact Person	<input type="text"/>	More than 3 employees	<input type="checkbox"/> Y <input type="checkbox"/> N
569BContact No	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Phone	Fax	Mobile
Location of Placement (if different from above)	<input type="text"/>		
Tasks to be Performed	<input type="text"/>		
Special Conditions (eg special clothing / safety equipment)	<input type="text"/>		

Section C2 Work Placement Provider

Workplace provider to carefully note then sign and date the relevant section below

I agree to accept this student on work placement and to plan an appropriate program for their placement. All reasonable precautions will be taken in the workplace to ensure the health, safety and welfare of the student in a non-discriminatory and harassment free working environment. I will notify the school in the case of student illness, accident, inappropriate behaviour or any unexplained absence.

Those work placement providers who are mandated notifiers agree to acknowledge their responsibility under the Children's Protection Act 1993. All other work placement providers are reminded of their moral responsibility to report any suspected child abuse.

I understand the student will not be paid or given a reward of any description for work performed during the placement and will not be used to replace a paid or striking worker or be used to my advantage in industrial disputes.

I understand the student will be visited or telephoned by a teacher/staff member during the placement and that the student will not be involved with any tasks prohibited by insurance or legislation. The work placement provider, the school, the student or parents/caregivers may cancel the work placement at any time without notice.

I certify that Occupational Health, Safety and Welfare practices, procedures and systems are in place including the induction of people new to the work place.

Insurance Arrangements

I understand that while a student is participating in the work placement program he/she is covered by:

- DECS' self insurance arrangements in the case of students enrolled in government schools.
- The school's personal accident and public liability insurance policies in the case of students enrolled in non-government schools.

I certify that this work placement provider has a current public liability or protection and indemnity insurance policy **OR** I certify that this work placement provider is a large corporation, statutory authority, government department or instrumentality, and stands its own risk in terms of public liability in the event of injury to the student or damage or injury to a third party arising from the actions of the student, but which is attributable to negligence on the part of the proprietor or his/her employees or agents.

Employer Approval for SA Unions Notification - (not required for Independent Schools)

<input type="checkbox"/>	I agree to the school informing the SA Unions of the business name of this work placement provider and its location to assist in maintaining the highest standard of this student work placement.
or	
<input type="checkbox"/>	I do not agree to this information being passed onto the SA Unions.

Work Placement Provider's Signature

Date

____ / ____ / 20____

Section D: Principal / Principal's Delegate

To be signed and dated by the School Principal or Principal's Delegate once all other sections have been completed

I give permission for this student to undertake a work placement with the above named work placement provider in accordance with the governing Workplace Learning Guidelines 2004.

(Tick when applicable) ☐ I am aware this student is 14yrs of age and I approve the special arrangement of this work placement.

Principal / Principal's Delegate:

Date:

____ / ____ / 20____

*** Note: This form is not to be altered or changed except for the addition of an individual school logo and/or address.

(Page 2 of 2)

There must be three copies of this document completed and signed prior to the commencement of the work placement:

- ☐ The original form is returned to and kept by the school, ☐ a copy is forwarded to workplace provider, ☐ a copy is provided to the student.

PART 5:

Volunteer Placement Reports

- Employer Report
- Case Manager Report

PLP VOLUNTEER PLACEMENT STUDENT ASSESSMENT

VOLUNTEER PLACEMENT DETAILS

Student name: _____ Dates of placement: _____

Name of Business: _____

Phone No: _____ Fax No: _____

Supervisor's Name: _____

Key Competencies	Demonstrated Skill	Competent	Needs Developing	Not Relevant
Collecting, Analysing and Organising Information	• Understands the need for information and identifies possible sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Gathers and assesses information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Organises and records information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Checks that information is accurate, complete and from the most appropriate resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Ideas and Information	• Communicates appropriately for the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Speaks/writes clearly and coherently in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Responds positively to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organising Activities	• Identifies planning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Plans and prioritises activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Manages time and resources effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Reviews progress and final outcome, making adjustments as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Others and in Teams	• Understands the purpose for working effectively in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Accepts individual roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Works with others to complete team tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Can evaluate own and team performance in completing task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Mathematical Ideas and Techniques	• Uses maths effectively in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Identifies the accuracy involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Works to the required accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Checks that work is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving Problems	• Identifies problems in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Selects appropriate problem-solving strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Solves problems effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Evaluates problem solving strategies used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Technology	• Identifies the uses of technology in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Selects appropriate technology for tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Uses technology safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Signed: _____ Date: _____

**PLP VOLUNTEER PLACEMENT
STUDENT ASSESSMENT**

VOLUNTEER PLACEMENT DETAILS

Student name: _____ Dates of placement: _____

Name of Business: _____

Phone No: _____ Fax No: _____

Supervisor's Name: _____

FLO Case Manager: _____

FLO Service / Program Provider: _____

School: _____

FLO Coordinator: _____

CM to speak with the employer and get an overview of the student's progress:	EXCELLENT:	VERY GOOD:	SATISFACTORY:	UNSATISFACTORY:
• Punctuality				
• Organisation				
• Positive attitude				
• Willing to learn new things				
• Working with others				
• Working independently				
• Areas for improvement or other comments:				

Signed (by CM): _____ Date: _____

PART 6:

Volunteer Placement Reflection

PART 6:
VOLUNTEER PLACEMENT REFLECTION

Write a reflection on your Volunteer Experience.
Included are suggestions about the types of things you might address.

- Name of business / organisation: _____
- Type of business / organisation: _____
- Why did you choose this business / organisation for your volunteer experience: _____

- Are you interested in working in this area in the future? ☐ **YES** ☐ **NO**

DESCRIBE THE WORKPLACE:

(EG: Services/products available; number of employees; business hours; what the physical work space looks like; your supervisor's name and role/responsibilities.)

WORKPLACE TASKS:

(EG: Types of skills required / jobs done at the workplace; is the work mainly individual or is it team work; the job you observed most closely; types of tasks / jobs done by volunteers.)

YOUR VOLUNTEER EXPERIENCE:

Briefly describe what you did each time you went to the workplace. Did you have a routine or did it change each day?

What was the most interesting or most memorable thing that happened while you were on volunteer experience?

What was the most valuable or interesting thing you learned during / from this volunteer experience?

Why do you think volunteering is important to the local community?

PART 7:

Promoting Volunteering Brochure

PROMOTING VOLUNTEERING

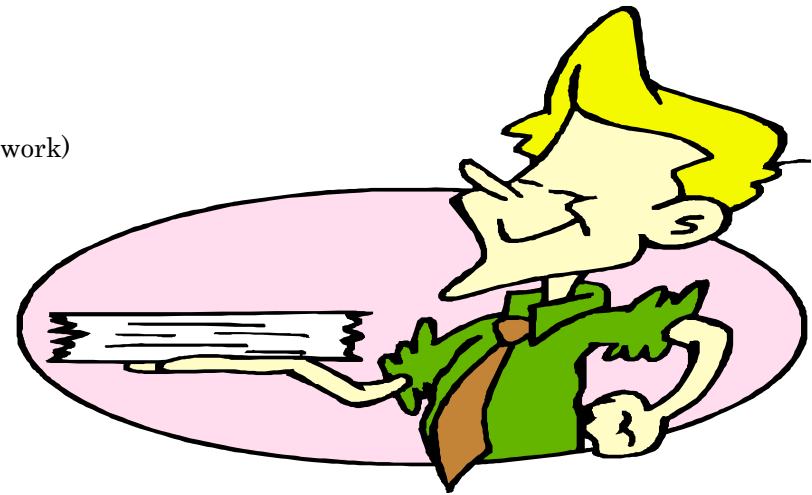
(Choose either Activity 1 OR Activity 2)

Activity 1- Creating a brochure to promote volunteering to young people.

Imagine that you are the publicist for a volunteer organisation. You produce a brochure, which is your main tool for promoting volunteering to young people in the local community.

CRITERIA:

- ❖ Appropriate and effective layout
(3-fold brochure)
- ❖ Use of effective design
(use clip-art, magazine /newspaper or hand-drawn pictures that show volunteers at work)
- ❖ Slogan or title
(create a catchy slogan so that people will want to find out more!)
- ❖ Qualifications/experience/training
(required to be a volunteer)
- ❖ Contact details
(you can make this up)
- ❖ Clear examples
(of the types of things that volunteers might do)
- ❖ Text
(focus on the benefits of volunteering for both the community and for the volunteer)



**Use some text, but keep it minimal and to the point. The brochure needs to capture young people's attention and make them want to contact you to find out more.*

The idea is that you “sell” volunteering to young people in the local community.

Presentation of the brochure may be produced by hand or computer-generated
(perhaps using Microsoft Publisher).

Activity 2- Critiquing an existing volunteering brochure.

Look at a brochure from a volunteer organisation OR an organisation that promotes or advertises for volunteers.

Critique the brochure in terms of how 'youth-friendly' you think it is.

You might like to paste the brochure onto A3 paper and write your responses on that paper OR you could write your answers in the table below.

(Do not give the feedback to the organisation that produced the brochure unless they specifically request it).

CRITIQUE:

Parts of Brochure:	What I would change:	What I would do / use instead:	Why?	What I would not change:	Why?
Overall Layout					
Pictures / graphics					
Use of Colour					
Slogan / headings					
Text Style					
Content / language					

Explain how your changes would make volunteering more appealing to young people:

Why would you encourage young people to get involved with volunteering?
(What do you think they would learn from the experience and what do you think they could contribute?)

PART 8:

Evidence Checklist (Case Manager to complete)

PART 8: EVIDENCE CHECKLIST (FOR USE BY CASE MANAGER)

FLO Case Manager to complete prior to submitting student work to the FLO Coordinator for assessment.

ASSESS. DESIGN CRITERIA:	EVIDENCE:	EVIDENCE ATTACHED (v):
D2	<input type="checkbox"/> Volunteer Questionnaire	
D3	<input type="checkbox"/> Volunteer Organisation Research	
C1	<input type="checkbox"/> Volunteer Placement (Planning, Process and Practical)	
C2	<input type="checkbox"/> Promoting Volunteering Brochure	
ER1	<input type="checkbox"/> Volunteer Placement Reports	
ER3	<input type="checkbox"/> Volunteer Placement Reflection	

**NB: The Assessment Design Criteria have been allocated to the task that best fits the criteria. Criteria will overlap in several tasks.
The evidence sheet indicates that each has been specifically addressed.**

PART 9:

Performance Standards for this Task

(for FLO Coordinators information / reference)

TASK 3: Me, Myself and I – Citizenship Performance Standards

PART 9: TASK PERFORMANCE STANDARDS (FOR FLO COORDINATOR'S REFERENCE)

	Understanding and Development of Capabilities*	Decision-making	Communication	Evaluation and Reflection
A	<p>Comprehensive understanding, independent development, and capable demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Comprehensive and insightful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent and focused development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Independent and focused development and demonstration of learning skills most relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Convincing evidence of informed assessment of current literacy, numeracy, and information and communication technologies (ICT) skills and other capabilities.</p> <p>Independent and comprehensive development of personal abilities, specific knowledge, and skills to make informed decisions that are highly relevant to plans for future study and work.</p> <p>Astute decision-making about strengthening existing personal abilities and addressing areas for development in planning to achieve goals for the future.</p>	<p>Clear and discerning communication and interaction with others with relevant expertise (within school and externally) to explore, develop, and identify ideas and plans for present and future learning goals. (communication)</p> <p>Effective communication and justification of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education, participation in the community). (communication)</p>	<p>Evidence of comprehensive self-assessment and relevant, ongoing planning for achieving goals, and well-considered adjustments made to the plan in response.</p> <p>Comprehensive review and critical evaluation of, and reflection on, the purpose and relevance of the plan.</p> <p>Insightful and sophisticated reflection on the development and demonstration of the five capabilities.</p>
B	<p>Thoughtful development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Thoughtful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Capable development and demonstration of learning skills relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Well-informed understanding of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Proficient development of abilities, specific knowledge, and skills to make relevant decisions about the plans.</p> <p>Effective decision-making about building on existing abilities and considering areas for development in planning to achieve goals for the future.</p>	<p>Proficient communication and interaction with others with relevant expertise (within school and externally) to explore and identify ideas and plans for present and future learning goals. (communication)</p> <p>Coherent communication and explanation of the development of some of the capabilities for particular purposes (e.g. SACE completion, employment, higher and further education) as linked to the student's goals. (communication)</p>	<p>Evidence of capable self-assessment and detailed planning for achieving goals, and adjustments made to the plan in response.</p> <p>Thoughtful review and analysis of, and reflection on, the purpose and relevance of the plan.</p> <p>Proficient reflection on the development and demonstration of the five capabilities.</p>
C	<p>Satisfactory development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Adequate identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Satisfactory development of a plan that demonstrates preparation for workplace learning and employability skills. (work)</p> <p>Satisfactory development and demonstration of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Satisfactory awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Satisfactory development of some knowledge and skills to make adequate decisions about aspects of the plan.</p> <p>Satisfactory decision-making about ways to build on some existing abilities.</p>	<p>Satisfactory communication and interaction with others with relevant expertise (within school and externally) to identify ideas and plans for possible learning goals. (communication)</p> <p>Satisfactory communication and development of some of the capabilities with some relationship to the student's goals (e.g. SACE completion, employment, higher and further education). (communication)</p>	<p>Satisfactory evidence of self-assessment and planning for achieving goals, and adjustments made to the plan.</p> <p>Adequate reflection on the purpose of the plan.</p> <p>Satisfactory reflection on the development and demonstration of some of the capabilities.</p>
D	<p>Some development and demonstration, with support, of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Some exploration of aspects of personal learning related to goals for present and future options. (personal development)</p> <p>Some development of parts of a plan that demonstrate preparation for workplace learning and employability skills. (work)</p> <p>With support, some development and demonstration of aspects of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Partial awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>With support, development of some skills to make partial decisions about aspects of the plan.</p> <p>With support, exploration of aspects of existing abilities.</p>	<p>With support, communication with others to partially identify ideas and aspects of planning. (communication)</p> <p>Basic communication of aspects of the capabilities that may be linked to the student's learning goals. (communication)</p>	<p>Limited evidence of some self-reflection and planning; with support, some adjustments may be made to the plan.</p> <p>Basic description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, basic discussion about some aspects of the capabilities.</p>
E	<p>Little development or demonstration of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Partial lists of aspects of personal learning that may be related to goals for present and future options. (personal development)</p> <p>Limited development of parts of a plan that may show preparation for workplace learning and employability skills. (work)</p> <p>Infrequent demonstration of aspects of learning skills that may be related to goals for present and future learning. (learning)</p>	<p>With support, a limited statement of some aspects of current literacy, numeracy, and ICT skills and possibly other capabilities.</p> <p>With support, partial and limited decisions about any parts of a plan.</p> <p>Occasional accessing of some information that may not always link to an area or areas for development in planning.</p>	<p>With support, communication with at least one other person to partly identify aspects of a plan. (communication)</p> <p>Partial and limited communication about some aspects of the capabilities that may or may not be linked to the student's goals. (communication)</p>	<p>With support, identification of an aspect of the plan that could be adjusted.</p> <p>With support, description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, a list of some aspects of the capabilities.</p>